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By-Ratchick, Irving

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Counselors must be sensitized to the perspectives of minority youth and parents and have an understanding of their aspirations, needs and fears. These perspectives should include: (1) a broader background in social psychology, (2) an understanding of one's own attitudes and sensitivity training. (3) a greater understanding of the cultural contributions of ethnic groups and group work, (4) additional knowledge of measurement and research, including a review of pre- and in-service training as they pertain to understanding disadvantaged minority youth, (5) more selective screening in choosing applicants for counseling, (6) a greater understanding of the world of work for different groups, (7) more involvement in the evaluation of the instructional program to consider the relevancy of the curriculum for disadvantaged youth, and (8) an increase of commitment to action and involvement with community groups and agencies. (Author)

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Perspectives on Counselor Education and Services to Disadvantaged Minority Group Youth

American Personnel and Guidance Association

Irving Ratchick
Coordinator, Title I, ESEA
State Education Department
Albany, New York 12224

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Guidance as it is known today had its beginnings in vocational guidance. Frank Parsons of the Vocational Service Bureau in Boston considered as the founder of modern-day guidance in 1908 set as its primary purpose to assist pupils vocationally as they were about to leave school. A second purpose was to learn more about pupils including their aptitudes, interests, abilities, and achievements, but basically emphasis was on vocational guidance.

World War I increased interest of testing in education and especially in intelligence tests and achievement. The group tests, Army Alpha and Army Beta, designed to measure intelligence both verbal and non-verbal emphasized the need for knowing more about individuals. The psychological interest in testing influenced the guidance movement in a desire to find out more about children. A second major movement was that of mental hygiene and included studying adjustment and behavior patterns. Wrenn in 1951 stated "two broad trends in personal assistance have characterized the first-half of the century, those of vocational guidance and psychotherapy."

Guidance was catapulted into the limelight after the Sputnik crisis in 1957. Sputnik resulted in the passage of the National Defense Education Act of 1958 which assisted guidance services in flourishing significantly within the last two decades.

Vocational guidance is of primary concern, a better understanding of how a child develops is essential as we consider the factors affecting learning and behavior; today, we have emerging a new movement which although is probably known to you, in my opinion, will have a future dynamic influence in counselor education, in counseling and in the guidance movement. This is social psychology with its foci on behavior of individuals and groups, upon cultural contributions of ethnic groups, intercultural relations, group work and sensitivity training.

The Civil Rights movement, the Supreme Court-Brown decision in 1954, and its implications for integration and desegregation, the special commission reports such as the Coleman Report on Equality of Educational Opportunity, the Kerner Report of the National Advisory Commission on Civil Disorders, the Moynihan Report, the Negro Family: The Case for National Action, the quest for black identity and black power, student unrest on high school and college campuses and decentralization of New York City which can be a prototype for other cities are changing the

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priorities of education; increased accountability as to what the schools are doing with more community and parental involvement has much impact on the work of the counselor today and in the future.

Since this panel is concerned with counselor education and services for disadvantaged minority group youth, I should like to present a definition of minority group which is given by Louis Wirth:

> "A minority group is a social collectivity of persons who: because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who regard themselves as objects of collective discrimination. The existence of a minority in society implies the existence of a corresponding dominant group with higher social status and greater privileges. Minority status carried with it the exclusion from full participation in the life of the society."[1]

Depending upon the minority youth and their location will determine whether we are alluding to black people, poor white such as in Appalachia, Puerto Ricans, Mexican Americans, Indians, Orientals and so forth. The varying ethnic composition of the minority group requires that a counselor be aware of the historical and cultural contributions of his counselees and minority groups. This has direct implications for counselor education in the training of counselors.

We are in a new ballgame! The vitalized concepts of community control and parent and community involvement coupled with the motivation of many parents and students to be part of the action in decisions affecting them has implications for counselors in working with community groups and parents.

Dr. Dennis L. Trueblood stated it thusly with regard to the counselor working with the special population groups and specifically with Negroes. Trueblood writes as follows:

> "The school counselor in working with special population groups, and the Negro is a member of such a group, needs to recognize the needs of such groups. The process or techniques which are used in the guidance of Negro students, while they may remain basically the same as those used for other groups, will be affected by the special needs of a particular population group (content). It seems defensible, therefore, to state that the role of the counselor in the guidance of Negro students must be affected by his special knowledge of the needs of Negroes. A special knowledge of the needs of the Negro can be gained only by studying the psychological and sociological background of the Negro. With such knowledge and the knowledge about experiences of other educators

> in the guidance of the Negro student, the counselor, in terms of both process and content, will better be able to function successfully with the Negro student.
>
> Parenthetically, but very important to the total context of guidance of the Negro student, is the recognition that though the Negro has special needs as a result of his particular psychological and sociological background (attributable to his racial origin, his color visibility, his role in American society), there are other groups in our society who have similar needs. For example, Mexican, Orientals, Puerto Ricans, certain European immigrants in some part of the United States have similar psychological and sociological heritages -- being identified as a minority group member. The behavioral manifestations of these groups as well as lower socio-economic groups are in many ways similar. Davis and others have commented extensively about the effects of social class influences on learning." [2]

I should like to commend to you for a source of information about working with disadvantaged groups, the special issue of the Harvard Educational Review, entitled, Negro Education in the United States. This is Volume 30, No. 3, Summer of 1960. I am sure you will find it very helpful.

Dr. Leo Goldman, past president of Association for Measurement and Evaluation in Guidance, in the October 1968 issue of AMEG News Notes, listed as one of the major concerns facing the division, counselor incompetencies in testing. Goldman indicated that he felt that many counselors were inadequately prepared to use tests. He suggests that a requirement of training in the field of measurement as an element in the pre-service curriculum for counselors is in order. Likewise, he brings up the topics of post graduate workshops and institutes in testing for counselors. It is evident that counselors of today and in the future should be more knowledgeable in the field of measurement. Goldman's recommendation is even more dramatically indicated when one considers the varying views in measurement of socially disadvantaged groups. Recently, Dr. Arthur R. Jensen, an educational psychologist at the University of California, issued his study entitled "How Much Can We Boost IQ In Scholastic Achievement?" [3] It is a study basically about genetic factors and environmental influences in intelligence and the value of compensatory educational programs. He indicates that there is evidence of genetic differences between races and learning patterns and that the programs in compensatory education are doomed to failure as long as they pursue old approaches stressing cognitive learning. He believes that there are different patterns of average intellectucal skills among the races and questions the views of environmentalists who have stated that all

children except a rare few come equipped with the same learning mechanisms, and that differences in IQ scores are the result of social, economic, emotional and other pressures.

Dr. Jensen's findings resulted in a barrage of replies from other psychologists and educators. What is important from a guidance frame of reference is that the counselor be aware of research both pros and cons about factors affecting his counselees in order that he can work more effectively with pupils, parents, and staff.

In March 1968, the school system of White Plains in New York had a racial disturbance which lasted intermittently for about two weeks.[4] The study of that incident was sponsored by the United States Commission on Civil Rights and the New York State Education Department with financial support of the Danforth Foundation. It was one of six such studies conducted nationally for the Civil Rights Commission under the direction of Dr. Elias Blake, of the Institute for Services to Education, Washington, D.C. Dr. Dan Dodson, of New York University, was the Director of the White Plains Study. The purpose of the study was to determine the reasons for the type of student disturbances occurring on campuses of secondary schools, to examine the way the disturbances were handled and their outcomes in terms of changes in the school systems. I had the privilege of being part of a team under Dr. Dodson's leadership. Other consultants were Mrs. June Shagaloff of the National Association of the Advancement for Colored People and a local independent consultant, Mr. Robert Mayhawk.

Students, staff, parents and community leaders were interviewed to learn from them how they saw the problem, the way it was handled, and what future directions should occur. Some of the recommendations in the report which has many implications for guidance counselors and for counselor educators include: more involvement of pupils in community and discipline, a re-examination of grouping practices, continued efforts in closing the academic gap between the children of the poor and the children of the affluent and more Negro staff. Particularly pressing was the need for Negro guidance counselors, "minority group youths who must stand as peers among the children of the dominant society need support and strength - for theirs is the hardest task.

There are no apologies for designating the race of such a staff person. In the long run, this should not be necessary. In the short run, it is."

It is well recognized that a grouping arrangement can affect the child's image of himself and his self esteem. A recent book entitled "Pygmalion in the Classroom" by Robert Rosenthal and Lenore Jacobson[5] supports the self-fulfilling prophecy specifically that children tend to achieve about in proportion to their teachers expectations of them. On the other hand, in the November 1968 issue of the American Educational Research Journal, there is a review of this study by Professor Robert Thorndike of Teachers College, Columbia University.

Thorndike questions the adequacy of procedures of data gathering, the data analyses and the appropriateness of the conclusions drawn from the study. Thorndike states the following:

"In conclusion, then, the indications are that the basic data upon which this structure has been raised are so untrustworthy that any conclusions based upon them must be suspect. The conclusions may be correct, but if so it must be considered a fortunate coincidence."[6]

A self-fulfilling prophecy and motivation of individuals has long been reflected in a statement by Johann von Goethe, "If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be."

This supports the further need for counselors to be cognizant of research and of the literature pertaining to pupil motivation, learning and formation of attitudes.

It is essential that counselors be sensitized to the perspectives of minority youth and parents and an understanding of their aspirations, needs and fears. Most white school counselors have very little contact with minority groups in the settings in which minority groups operate. A sensitivity program is designed basically to improve relationships between people. In the training of counselors and I would assume with counselor educators as well, it would be quite important for counselors and counselor educators to have an experience removed from the classroom and taking place in a practical setting. Counselors certainly should be part of the millieu of the minority group and that means conducting meetings with parents and students, participation in community events, on local advisory committees and school-community activities, working in an agency, and coordinating and meeting with community agencies that have similar objectives in helping minority youth groups. There must be a dual operation of commitment to action and involvement. The problem is twofold: (1) for pre-service training to help understand the nature and needs of the minority groups and (2) for in-service training to help those counselors already working. It is essential that the counselors on the job and counselor educators be provided experiences to help them examine their attitudes and their feelings toward minority youth groups. If the counselor educator is going to be an agent of change in assisting counselors, he should know what makes himself operate as a person. The counselor educator too can profit from involvement in school and community affairs pertaining to the disadvantaged.

Paraprofessionals can be used more advantageously by counselors. Under Title I, ESEA, programs where teachers and paraprofessionals participate in training sessions can be funded. Likewise, it would be possible for counselors and paraprofessionals working with counselors to have joint training sessions.

During the last few months, in New York City, the New York State Education Department assumed trusteeship for a demonstration school district known as Ocean Hill-Brownsville and which is predominantly black. You may have read about some of the problems within the school district and the issues among the governing board of the Ocean Hill-Brownsville demonstration district, the Board of Education of the City of New York, the United Teachers Federation in New York City and the New York State Education Department. Basically, the issue had to do with community involvement and control and is tied up with decentralization of New York City. Several Department members were assigned to the trustees' staff in assuring that the schools in the Ocean Hill-Brownsville district were carrying on their activities in an orderly fashion. There were charges and counter charges hurled by administrators and teachers and parents. The staff who were assigned to the school had direct contact and experiences with youth, teachers, and parents. Several of the Department staff indicated to me in reviewing their experiences, that in two weeks in Ocean Hill-Brownsville they learned more about black people, their problems, their aspirations, opinions and ideas than if they were to have lectures for a year. There is no substitute for direct contact and experience with minority groups in understanding minority groups. The direct confrontations bring out hidden values, biases, submerged attitudes, and likes and dislikes; for a counselor to be truly effective he must be aware of his own self.

Each minority group has cultural contributions in which the group has tremendous pride. These cultural contributions can be a source of strength provided the counselor is aware of what the cultural contributions are. If any rapport is going to be realized, it will have to be based upon understanding, respect, acceptance and trust.

On several occasions, the questions of prerequisites of teaching experience for a counselor has arisen. Some state that one must be a teacher to understand the teacher's role in the classroom. Others state that those same kinds of learning experiences can be acquired in a practicum, internship, and other methods. The fact that an individual is not a teacher doesn't necessarily mean that he can handle school situations better than if he were a teacher. Also, the fact that a counselor has been a teacher doesn't mean that he can handle situations better than one who did not have teaching experience. It depends upon the individual and the climate in which he operates. This has many implications for counselor educators on the selectivity of applicants for training programs. Although much progress has been made along those lines, much more study has to be given to insuring that qualified individuals are given the highest priority in being admitted to training programs.

In addition to greater selectivity in determining who will be future counselors, there should be more contact with community agencies in the training of counselors. Comprehensive planning and the coordination with agencies who provide similar services are essential. Guidance in non-school settings is growing. Urban centers, Manpower Development Centers, Division of Employment Centers, Youth Opportunity and Job Corps Centers, and private agencies provide complementary and supplementary services to guidance services within the schools; maximum use of all agencies providing guidance services is essential.

With technological advances, it is recognized that the nature of education and its priorities as we have known them will be modified greatly by computer-aided instruction, retrieval systems and programmed learning. Teachers and counselors will need to have greater expertise in understanding individuals - their development, their needs and their relationships with one another. Also, with many of the previous demands on the time of counselors being reduced by educational technology, the counselor will be able to proscribe greater individualized curriculum experiences using school and community resources more effectively. One of the strongest criticisms about the curriculum of today for disadvantaged youth is that it is not relevant to their needs. If a counselor is going to be agent of change within in a school, he will have to be very much concerned with the relevancy of curriculum experiences as they affect minority youth. Hence, not only must the counselor be knowledgeable about the existing curriculum of the school, but he must be part of the planning in predicting trends and evaluating and revising the curriculum to meet the criteria of relevancy for disadvantaged children and youth and their parents.

With the spate of Federal, state, and local legislation burgeoning there is being provided increased opportunities for financial assistance for special experimental programs for the disadvantaged. The Elementary and Secondary Education Act alone, specifically Title I, last year nationally had 1.123 billions of dollars for special programs and services for the disadvantaged. The Vocational Education Act and its amendments; the Higher Education Act and the newly implemented Educational Development Practices Act has many implications for counselor education. I am not sure to what extent counselor educators nationally are aware of the legislation affecting the disadvantaged but from requests that we receive, there is needed much more communication to the college and to the counselor educators from the agencies handling this legislation either directly or indirectly.

Particularly significant are the Education Professions Development Act plans for 1970-71. They include eleven program priority areas as recently outlined by Dr. Don Davies, Associate Commissioner of Education in the U.S. Office of Education and which have much relevance to the work of counselor educators and counselors. The eleven program priority areas are as follows:

1. Training and retraining of teacher trainers.
2. Provision for career opportunities for disadvantaged youth in education.
3. Increased competence of classroom practitioners.
4. Holding and utilization of talented people in positions of educational leadership.
5. Attraction of college graduates to positions of leadership in education.
6. Preparation of personnel in early childhood education.
7. Aid to handicapped children.
8. Involvement of teachers in curriculum development.
9. More effective utilization of personnel.
10. Training of support personnel - e.g., guidance counselors, psychologists, and media specialists, and
11. Improvement of vocational and technical education.

Concomitant with greater use of community agencies in mobilizing out-of-school guidance services is the need for experiences in the world of work. One of the criticisms that has been leveled at guidance counselors over the years is his inadequate knowledge of the world of work. An article by John Feiner,"An Outsider Looks At Guidance Counselors", in the June 1967 issue of Industrial Arts and Vocational Education states the following:

"And most high school counselors take their major pride in seeing how many of their graduating seniors they can get into college. There is little or no concern for the 60 percent who will not go on to college and who must obtain additional vocational and technical preparation. There is little thought given to the post-high school programs that are available to students in area vocational schools and community and junior colleges."7

He also states "No guidance counselor should be allowed to obtain a master's degree until he has had several exposure courses to the industrial, technical, and business worlds."

The world of work is changing rapidly. The obsolescence of many present jobs and the creation of new jobs in a computerized space age makes it mandatory that the counselor be aware of socio-economic trends. What is even more important for the counselor is to recognize that in working with minority group youth in helping them prepare for the transition from school to

vocational competency, the concept of limiting the aspirations of minority groups because of the lack of opportunities in a given field of work is a thing of the past.

In summary, then, I should like to say that perspectives on counselor education and services to disadvantaged minority group youth should include a broader background in social psychology; greater understanding of the cultural contributions of ethnic groups and group work; an understanding of ones own attitudes and sensitivity training; additional knowledge of measurement and research, including a review of pre- and in-service training as they pertain to understanding disadvantaged minority group youth; more selective screening in choosing applicants for counseling; a greater understanding of the world of work for different groups; more involvement in the evaluation of the instructional program to consider the relevancy of the curriculum for disadvantaged youth, and an increase of commitment to action and involvement with community groups and agencies.

FOOTNOTES

1. Wirth, Louis. "The Problems of Minority Groups", The Science of Man in the World Crisis. Ralph Linton (ed.) N.Y., Columbia University Press, 1945, p.347.

2. Trueblood, Dennis L. "The Role of the Counselor in the Guidance of Negro Students", Harvard Educational Review. A special issue - Negro Education in the United States, Volume Thirty, Number Three, Summer 1960, p.254.

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